

New York State District Report Card Comprehensive Information Report

BEDS Code: 24-01-01-04-0000

Name: Avon Central School District

Superintendent: Edward Stores

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	73	83	69
First	89	75	82
Second	81	87	81
Third	80	80	89
Fourth	94	78	73
Fifth	89	93	78
Sixth	85	89	91
Ungraded Elementary	0	0	0
Seventh	118	90	93
Eighth	102	114	89
Ninth	127	110	119
Tenth	80	105	97
Eleventh	91	88	110
Twelfth	65	91	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1174	1183	1158

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	0.7%	10	0.8%	16	1.4%
Black (Not Hispanic)	19	1.6%	21	1.8%	23	2.0%
Hispanic	14	1.2%	12	1.0%	16	1.4%
White (Not Hispanic)	1133	96.5%	1140	96.4%	1103	95.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	20	23
Common Branch	22	21	20
English Grade 8	19	22	23
Mathematics Grade 8	19	25	19
Science Grade 8	24	23	18
Social Studies Grade 8	20	21	21
English Grade 10	21	20	22
Mathematics Grade 10	17	21	17
Science Grade 10	20	19	20
Social Studies Grade 10	20	20	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.3%	2	0.2%	2	0.2%
Eligible for Free Lunch	73	6.2%	87	7.3%	169	14.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		94.8%		96.1%
Student Suspensions	43	3.6%	58	4.9%	61	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	5.2%	8.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	90
Total Other Professional Staff	15
Total Paraprofessionals	26
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	52	29	56%	76	55	72%	69	48	70%
Students with Disabilities	9	6	67%	6	1	17%	12	6	50%
All Students	61	35	57%	82	56	68%	81	54	67%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	35	31	1	2	1	11
Percent	43%	38%	1%	2%	1%	14%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
12	6	3	15

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			2		4	
	Entered GED Program*			1		0	
	Total Noncompleters			3		4	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	7	1.9%	4	1.0%	5	1.2%
	Entered GED Program*	5	1.4%	1	0.3%	0	0.0%
	Total Noncompleters	12	3.3%	5	1.3%	5	1.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		94%	0%
2-3		100%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	7	86%	9	89%
Science	1	#	1	#	4	#
Reading	2	#	1	#	5	100%
Writing	0	0%	2	#	6	83%
Global Studies	0	0%	4	#	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	18	100%	4	#
Science	4	#	3	#	2	#
Reading	7	100%	12	100%	16	88%
Writing	0	0%	12	100%	18	78%
Global Studies	2	#	12	83%	6	67%
U.S. Hist & Gov't	3	#	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	91	82	114	11	13	24
Number Scoring 55–100	91	78	106	11	10	19
Number Scoring 65–100	88	72	103	9	7	18
Number Scoring 85–100	47	40	51	1	1	1
Percentage of Tested Scoring 55–100	100%	95%	93%	100%	77%	79%
Percentage of Tested Scoring 65–100	97%	88%	90%	82%	54%	75%
Percentage of Tested Scoring 85–100	52%	49%	45%	9%	8%	4%
Mathematics A						
Number Tested	25	58	131	7	21	23
Number Scoring 55–100	18	22	101	5	8	10
Number Scoring 65–100	9	7	91	3	2	6
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	72%	38%	77%	71%	38%	43%
Percentage of Tested Scoring 65–100	36%	12%	69%	43%	10%	26%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	87	110	110	16	19	18
Number Scoring 55–100	86	97	100	16	12	12
Number Scoring 65–100	80	86	97	15	7	11
Number Scoring 85–100	29	25	28	3	1	0
Percentage of Tested Scoring 55–100	99%	88%	91%	100%	63%	67%
Percentage of Tested Scoring 65–100	92%	78%	88%	94%	37%	61%
Percentage of Tested Scoring 85–100	33%	23%	25%	19%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	94	84	118	14	15	22
Number Scoring 55–100	90	79	114	12	13	20
Number Scoring 65–100	77	67	108	9	8	15
Number Scoring 85–100	37	23	47	3	1	1
Percentage of Tested Scoring 55–100	96%	94%	97%	86%	87%	91%
Percentage of Tested Scoring 65–100	82%	80%	92%	64%	53%	68%
Percentage of Tested Scoring 85–100	39%	27%	40%	21%	7%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	85	104	114	15	17	11
Number Scoring 55–100	85	103	113	15	16	10
Number Scoring 65–100	77	99	109	9	14	8
Number Scoring 85–100	17	45	53	0	2	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	91%
Percentage of Tested Scoring 65–100	91%	95%	96%	60%	82%	73%
Percentage of Tested Scoring 85–100	20%	43%	46%	0%	12%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	98	111	107	18	8	8
Number Scoring 55–100	94	110	101	16	7	4
Number Scoring 65–100	83	105	92	10	4	3
Number Scoring 85–100	39	51	35	0	0	0
Percentage of Tested Scoring 55–100	96%	99%	94%	89%	88%	50%
Percentage of Tested Scoring 65–100	85%	95%	86%	56%	50%	38%
Percentage of Tested Scoring 85–100	40%	46%	33%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		44	55		4	2
Number Scoring 55–100		38	53		#	#
Number Scoring 65–100		30	47		#	#
Number Scoring 85–100		4	12		#	#
Percentage of Tested Scoring 55–100		86%	96%		#	#
Percentage of Tested Scoring 65–100		68%	85%		#	#
Percentage of Tested Scoring 85–100		9%	22%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	20	13	12	1	1	0
Number Scoring 55–100	20	13	12	#	#	0
Number Scoring 65–100	18	13	12	#	#	0
Number Scoring 85–100	7	5	12	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	35%	38%	100%	#	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	39	36	51	0	2	0
Number Scoring 55–100	39	36	51	0	#	0
Number Scoring 65–100	39	36	51	0	#	0
Number Scoring 85–100	30	21	42	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	77%	58%	82%	0%	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	89	101	24	8	11	5
Number Scoring 55–100	64	77	18	4	5	2
Number Scoring 65–100	52	55	14	3	1	2
Number Scoring 85–100	13	16	3	0	0	0
Percentage of Tested Scoring 55–100	72%	76%	75%	50%	45%	40%
Percentage of Tested Scoring 65–100	58%	54%	58%	38%	9%	40%
Percentage of Tested Scoring 85–100	15%	16%	12%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	58	62	68	1	4	3
Number Scoring 55–100	54	62	59	#	#	#
Number Scoring 65–100	51	60	54	#	#	#
Number Scoring 85–100	23	31	20	#	#	#
Percentage of Tested Scoring 55–100	93%	100%	87%	#	#	#
Percentage of Tested Scoring 65–100	88%	97%	79%	#	#	#
Percentage of Tested Scoring 85–100	40%	50%	29%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	97%	34	94%	31	87%
Students with Disabilities	15	100%	14	100%	15	80%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	66	0%	8%	61%	32%
	Students with Disabilities	10	0%	10%	90%	0%
	All Students	76	0%	8%	64%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	82	0%	20%	72%	9%
	Students with Disabilities	8	13%	75%	13%	0%
	All Students	90	1%	24%	67%	8%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	66	66	66	16	16	16	82	82	82
Number Scoring 55–64	1	1	0	0	4	3	1	5	3
Number Scoring 65–84	39	43	41	12	8	11	51	51	52
Number Scoring 85–100	24	19	24	2	1	0	26	20	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)